DOINGWHATWORKS

SCHOOL SELF-ASSESSMENT: IMPLEMENTING RtI COMPONENTS

Purpose	Principals already implementing RtI in their schools can use this tool to refine and improve practices by identifying the level at which RtI components are being implemented and specifying the training and resources needed to strengthen existing components and introduce new components.
Materials	*Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades*. This Practice Guide provides specific recommendations for identifying struggling readers and conducting tiered interventions.
Media	*Response to Intervention: Framework in Reading,* multimedia overview. RtI is designed to identify students potentially at risk in reading and provide the support they need to develop foundational reading skills. This multimedia overview introduces three recommended RtI practices: Universal Screening, Progress Monitoring and Differentiation, and Systematic Skill Instruction. (4:39 min) *The Phases of RtI Implementation*. Dr. W. David Tilly, Iowa Heartland Area Education Agency #11. In this expert interview, Dr. Tilly describes the activities at three phases of implementation: consensus building, infrastructure building, and full implementation. (6:12 min)
Topic	Response to Intervention in Primary Grade Reading
Practice	RtI Implementation

Conducting a Self-Assessment for Implementing RtI Components

Preparation for the Meeting

1. Identify reading and special education staff with whom to conduct the self-assessment. Depending on the school's configuration of roles and responsibilities, staff should include reading, special education, and assessment coordinators and other specialists. Consider including a lead teacher for insight in current classroom-level practices in core instruction and small group interventions.

2. Provide staff with copies of *Assisting Students Struggling With Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades* to review specific RtI components and practices (i.e., universal screening and progress monitoring, differentiated instruction, and systematic and intensive tiered interventions).

3. Have staff gather materials related to RtI implementation, such as screening forms, progress monitoring tools, and student intervention plans. These materials can help determine the level at which specific components are already in place across grade levels and instructional programs.

Clarify Understanding of RtI Components and Implementation Phases

1. Begin the meeting by watching the multimedia overview. Review the key components of RtI implementation, and allow staff to ask questions and clarify their understanding of concepts and practices underlying a tiered intervention framework.

2. Listen to Dr. Tilly's expert interview explaining the phases of RtI implementation: consensus building, infrastructure building, and full implementation. Discuss how these phases will impact your planning and affect staff and current programs at your school.

3. Review the materials collected by staff. This can serve as a starting point for the self-assessment.

Conduct Self-Assessment

1. As a group, complete the *Implementing RtI Components* worksheet. Staff will bring different perspectives depending on their roles and instructional responsibilities. This can provide a good starting point for consensus building.

2. Rate each component based on whether there is currently full, partial, or no implementation. For areas with partial or no implementation, the group should list and discuss potential next steps, such as selecting screening measures, structuring tiered interventions, restructuring data use procedures, and other instructional improvements.

3. Identify what more each RtI component needs to achieve full implementation.

Plan Schoolwide Follow Up

1. Plan a staff meeting to share the results of the school self-assessment. Outline next steps and discuss how changes might impact staff responsibilities and professional development needs. Incorporate staff input into improvement plans.

2. Finalize the RtI improvement plans and identify specific staff, resources, and training required for implementing new components and refining existing components. Make copies available to all staff.

Implementing RtI Components

Use the worksheet below to assess the implementation level of each component and plan next steps, including staffing and resource needs.

RtI Component	Implementation			Next Steps (Include staffing and resource needs)
	Full	**Partial**	**No**	
A. Building-Level Leadership Team				
1. The team includes the principal, reading and special education coordinators/specialists, school psychologist, ELL specialists, and classroom teachers.				
2. The team facilitates implementation of key components by coordinating staff/resources and managing scheduling and logistics.				
3. The team establishes a core reading curriculum for all students.				
4. The team selects assessment measures, determines decision rules, and assists teachers with data collection and interpretation.				
5. The team coordinates professional development and on-site support for sustaining schoolwide RtI practices.				
B. Screening & Progress Monitoring				
1. Universal screening is conducted at the beginning and middle of the year.				
2. Staff is trained on assessments that will be used and administration procedures.				
3. Screening includes reliable and valid measures of grade-level reading skills.				
4. Screening measures are selected based on appropriate content, accuracy of prediction, efficiency, and cost.				
5. Grade-level benchmarks and cut-points are established for determining level of risk.				
6. Progress monitoring supplements screening to help pinpoint students' instructional needs.				
7. Student progress is monitored daily, weekly, or at least monthly, depending on level of intervention.				
8. Progress monitoring data is used to regroup students based on changing skill levels and instructional needs.				

RtI Component	Implementation			Next Steps (Include staffing and resource needs)
	Full	**Partial**	**No**	
C. Tiered Intervention				
1. All students receive instruction in the core curriculum focused on foundational skills.				
2. A range of interventions is available to meet the needs of struggling students at each grade level (e.g., specialist support, tutoring, additional classes, after-school programs).				
3. Students are provided interventions in addition to core reading instruction.				
4. Interventions are compatible with the core reading curriculum.				
5. Qualified specialists provide interventions for struggling students.				
6. Interventions for struggling students are individualized or conducted in small groups.				
7. Students are flexibly grouped according to their reading skill levels.				
8. Student tier placement is reevaluated frequently, and regrouping based on student needs occurs as necessary.				
9. Tier 2 and Tier 3 interventions focus on a limited number of foundational skills.				
10. The intensity and instructional focus of interventions match students' level of need.				
11. Classroom teachers and specialists communicate regularly and collaborate on using effective teaching strategies to improve students' reading skills.				
12. Flexible school and classroom schedules allow sufficient time for instructional interventions.				
13. Staff and classroom schedules accommodate regrouping of students, as needs change.				
D. Using Data to Differentiate Instruction				
1. All students receive differentiated instruction.				
2. Screening data is used to initially place students into tiered interventions.				
3. Teachers use progress monitoring data to guide differentiation and decision rules to interpret data.				

RtI Component	Implementation			Next Steps (Include staffing and resource needs)
	Full	**Partial**	**No**	
4. Informal, curriculum-embedded assessments are used in addition to more formal measures.				
5. Data teams monitor grade-level and individual student progress.				
6. Based on students' assessed skills, instruction is varied by time, content, and degree of support and scaffolding.				
7. Teachers differentiate within the core program by providing small-group or individualized instruction in the classroom (e.g., learning centers and independent work time).				
E. Systematic and Explicit Instruction				
1. Instruction at all tiers is systematic and explicit.				
2. Tier 2 and Tier 3 interventions are intensive and focused on critical grade-level reading skills, such as phonemic awareness, decoding, reading comprehension, and fluency.				
3. Students placed in Tier 2 and Tier 3 interventions receive explicit small-group or individualized instruction.				
4. Systematic instruction builds skills gradually.				
5. Students are taught a reading skill to mastery before moving on.				
6. Explicit teaching includes strategies such as scaffolding, corrective feedback, and extensive practice opportunities.				
F. Professional Development				
1. All staff receive professional development in the concepts underlying an RtI framework.				
2. Reading coaches or specialists provide teachers ongoing professional development, classroom support, and collaborative experiences to improve instruction.				
3. Teachers receive additional on-site support to develop explicit teaching strategies as needed.				
4. All staff receive extensive training in data collection, interpretation, and using data to differentiate instruction.				

RtI Component	Implementation			Next Steps (Include staffing and resource needs)
	Full	**Partial**	**No**	
5. RtI instructional resources are readily available to all staff.				
6. Classroom teachers participate in data team meetings and planning sessions for their students receiving intensive interventions.				
7. Teachers have opportunities to observe in other classrooms and, if available, demonstration sites.				
8. To facilitate differentiated instruction during core instruction, classroom teachers receive training in classroom management.				
9. The principal or another member of the RtI leadership team conducts frequent fidelity checks.				